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ABSTRACT

This report examines the status of Transitional Bilingual Education (TBE) programs in Massachusetts in 1989. Forty-seven of the 50 school districts operating TBE programs responded to a request for statistical data concerning the following major program areas: (1) student enrollment; (2) former TBE students; (3) TBE students who dropped out; (4) post-graduation plans; (5) years of participation; and (6) staffing and teaching preparation. The following conclusions are reported: (1) the number of Limited-English-Proficient (LEP) students enrolled in TBE programs has increased by 28.6 percent over a 2-year period; (2) the language groups enrolled in TBE that have increased most significantly are Laotian, Vietnamese, Cape Verdean, Chinese, Spanish, and Khmer; (3) the number of bilingual teachers for these language groups has increased, with the exception of Cape Verdean; (4) districts must improve teacher recruitment in those language areas where the TBE student-bilingual teacher ratio is higher than 25:1; (5) LEP student participation rates have remained stable over the past two years; (6) about 50 percent of the seniors enrolled in TBE planned to continue their education after graduation, one-fifth planned to work, and 2 percent planned to enter the military; and (7) the retention rate for students who participated in TBE over a longer period of time is dramatically higher than that for students who participated for only 1 or 2 years. Statistical data are presented in 10 tables and 9 graphs. A list of school districts providing bilingual education programs is appended. (FMW)

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The Condition of Transitional Bilingual Education Programs

ANNUAL REPORT

FY89

MASSACHUSETTS

ELMS Bureau
[EDUCATION OF LINGUISTIC MINORITY STUDENTS]
Massachusetts Department of Education
1385 Hancock Street
Quincy, Massachusetts 02169

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MASSACHUSETTS

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FY89

Developed by
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Gilman Hébert, *Director*

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School Districts That Provided TBE Programs ..... *Inside Back Cover*

FOREWORD

The ELMS (Education of Linguistic Minority Students) Bureau (formerly The Bureau of Transitional Bilingual Education) prepared and presented several reports to the Massachusetts Board of Education during fiscal year 1989. These reports focused on the status of services provided by TBE (Transitional Bilingual Education) programs. The information was used by Department of Education staff to set state objectives to better address the needs of Limited English Proficiency [LEP] students in the Commonwealth.

It is important for local school officials and state Board members to have information on key issues such as the number of years children need to be in TBE programs in order to make a smooth transition into monolingual English academic programs. It is in this spirit that The ELMS Bureau has prepared this report in the hope that continued examination of these issues will help us strengthen the services provided to LEP children throughout the state.

In the spring of 1989, all school districts operating TBE programs were asked to respond to a questionnaire that addressed seven major program areas:

STUDENT ENROLLMENT	The number of students eligible, served, withdrawn, and/or mainstreamed, and their respective languages.
FORMER TBE STUDENTS	The number of students (grades 9-12 only) who left TBE programs during the 1988-89 academic year because of normal completion, graduation, or transfer.
TBE STUDENTS WHO DROPPED OUT	The number of students, by grade level and years of participation, who dropped out of school during 1988-89.
POST-GRADUATION PLANS	Plans for after graduation of seniors enrolled in TBE programs (e.g., four-year college, junior college/technical school, employment, military).
YEARS OF PARTICIPATION	The number of students in TBE programs by years of participation and languages; reasons why students stay beyond the third year.
STAFFING AND TEACHER PREPARATION	The number of bilingual staff persons in full-time equivalencies [FTE] and their respective languages spoken, other than English. Other requested information included: the number of certified, waivered, and (where appropriate) grandfathered staff.

Of the fifty (50) school districts operating TBE programs in Massachusetts during 1988-89, forty-seven (47) returned the survey. *(See inside back cover for list of school districts.)*

Note: All data in this report reflect the 1988-89 academic year (FY89) status as reported by the LEAs.

I. STUDENT ENROLLMENT

If a school district has twenty (20) or more students who meet both of the following criteria,

- The students are not able to perform ordinary classwork in English, *and*
- All 20 students are from the same language classification

....then the school district is required to provide a Transitional Bilingual Education (TBE) program for these students. (M.G.L. Ch. 71A)

In Massachusetts during FY89, there were 76,303 students whose first language was a language other than English. Of this population, 33,565 (44.0%) students are considered to be English proficient and were enrolled in classes which are conducted in English. Of the 42,738 LEP students, 36,443 (85.3%) were enrolled in TBE programs during FY89. Due to insufficient enrollment, 1,990 LEP students were not served. The remaining 4,305 LEP students were not enrolled by choice or because of other mitigating circumstances. Table 1.1 provides a breakdown of all Massachusetts students whose first language is other than English. It is noteworthy that the number of first languages represented in this student body now stands at more than 74. The larger language groups (more than 400 students remaining in TBE programs) are depicted in Figure 1.1. In addition to the LEP students, 583 native English-speaking students participated in the programs—mostly in two-way bilingual education.

Students' progress in acquiring English skills is constantly evaluated by program staff. Children enter and leave the program throughout the year. Districts reported that 3,788 (10.4%) of the TBE-enrolled students were mainstreamed from TBE during FY89. Figure 1.2 illustrates the status of FY89 LEP students.

FIGURE 1.1
TOP LANGUAGE GROUPS OF LEP STUDENTS IN TBE PROGRAMS

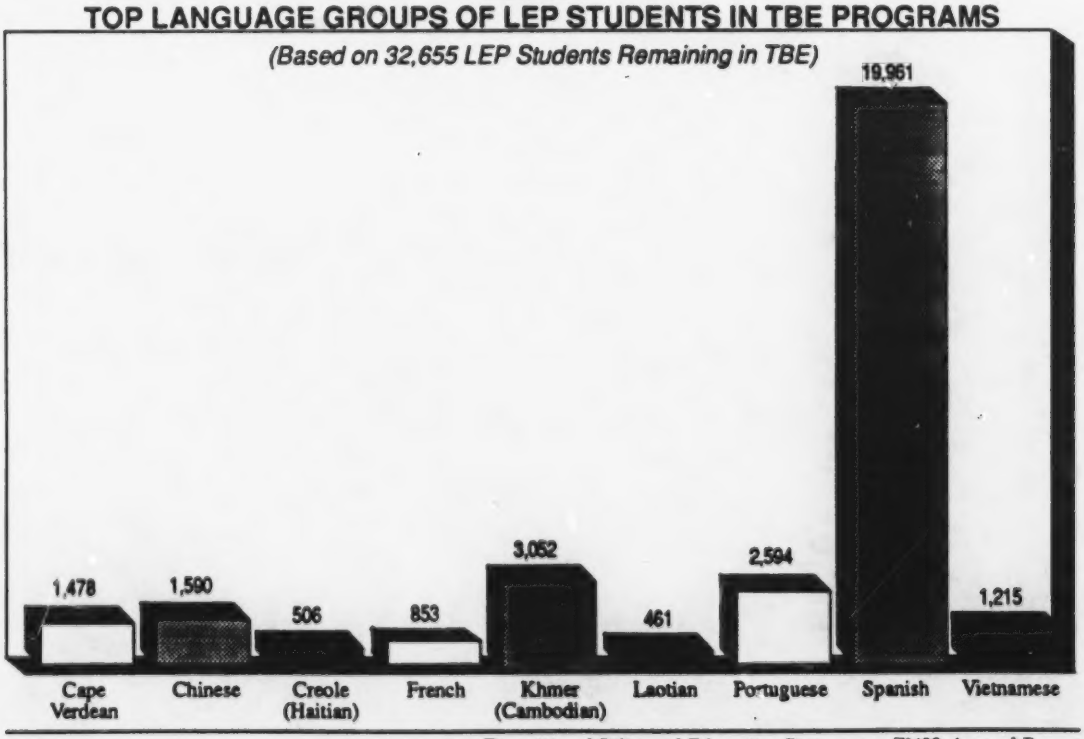


FIGURE 1.2

LEP STUDENTS

(Based on 42,738 LEP Students as Reported by 47 LEAs)

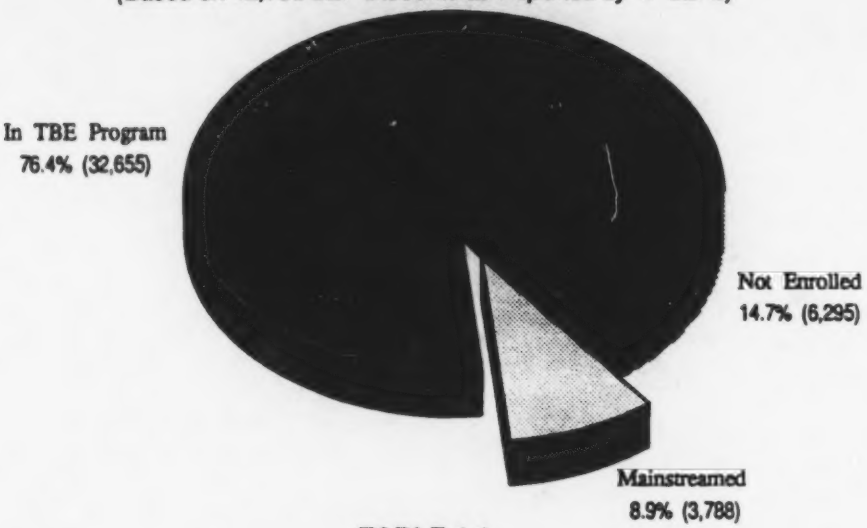


TABLE 1.1

STUDENT ENROLLMENT

(Based on 47 LEAs Reporting)

Language	First Language Not English ALL STUDENTS	LEP Enrolled in TBE		LEP Not Enrolled in TBE	
		Remaining In TBE Program	Main-streamed During Year	By Choice or Other Mitigating Reasons	Due to Insufficient Enrollment
Afrikaans	6				1
Amharic	4				1
Arabic	236	8	10	7	106
Armenian	98	26	5		51
Bambara	2				2
Bengali	19				3
Burmese	20		2	3	5
Canton Dialect	4				1
Cape Verdean	2,599	1,478	245	299	22
Chinese	4,310	1,590	128	468	146
Creole (Haitian)	1,516	506	120	174	91
Czech	28		8		5
Danish	9				2
Dari Persian	7				3
Dutch	9				1
Farsi	253	1	1	2	54
Finnish	3				2
Flemish	2				2
French	1,713	853	101	188	47
French/Afric.Patois	1				1
German	67	1	3		11
Greek	1,137	313	43	42	91
Guarani	2				
Hebrew	310	128	40	21	10

Language	First Language Not English ALL STUDENTS	LEP Enrolled in TBE		LEP Not Enrolled in TBE	
		Remaining In TBE Program	Main-streamed During Year	By Choice or Other Mitigating Reasons	Due to Insufficient Enrollment
Hindi	323	86	6	25	74
Hmong	85	8			24
Hungarian	30	1	1		16
Ibo	1				
Indian	70	1		1	7
Irish Gaelic	4				
Italian	900	105	17	77	67
Jamaican Creole	17				15
Japanese	202	109	20	14	41
Khmer (Cambodian)	5,044	2,252	387	270	76
Korean	265	36	10	1	114
Kurdish	1				1
Kurkish	3				
Laotian	890	461	32	77	74
Latvian	4				
Lithuanian	7				1
Luganda	4				
Malay	10				2
Mandarin Chinese	2				
Nepali	2				1
Newari	1				1
Norwegian	5				4
Patois	1				1
Persian	11		1		3
Pidgin English	1				1
Pilipino	65	1			11
Polish	217	36	8		63
Portuguese	11,805	2,594	527	186	116
Pushtu	12				10
Romanian	13		3		4
Russian	459	86	31	25	79
Serbo-Croatian	4				3
Shanghai Dialect	1				
Sinhala	2				1
Siswati	2				1
Slovene	2				
Somali	1	1			
Spanish	40,179	19,961	1,902	2,115	230
Swahili	4				
Swedish	9				5
Taiwan	14				3
Tamil	15				2
Thai	47		5		11
Tibetan	1				1
Tigre	3	3			3
Turkish	38				6
Urdu	30	1		1	1
Vietnamese	2,869	1,215	115	309	226
Yiddish	2				
Yoruba	5				3
Other	266		17		30
TOTAL	**76,303**	**32,655**	**3,788**	**4,305**	**1,990**

II. FORMER TBE STUDENTS

Forty-six school districts reported that 2,419 grades 9-12 TBE students left the program during the year. Nine hundred and forty (38.9%) left because they had successfully completed the program; 819 (33.9%) were seniors who graduated; and 660 (27.3%) transferred out of the district. Figure 2.1 portrays this data; Table 2.1 shows the data breakdown by language.

FIGURE 2.1
REASONS GRADES 9-12 TBE STUDENTS LEFT PROGRAM DURING FY89
(Based on 46 LEAs Reporting)

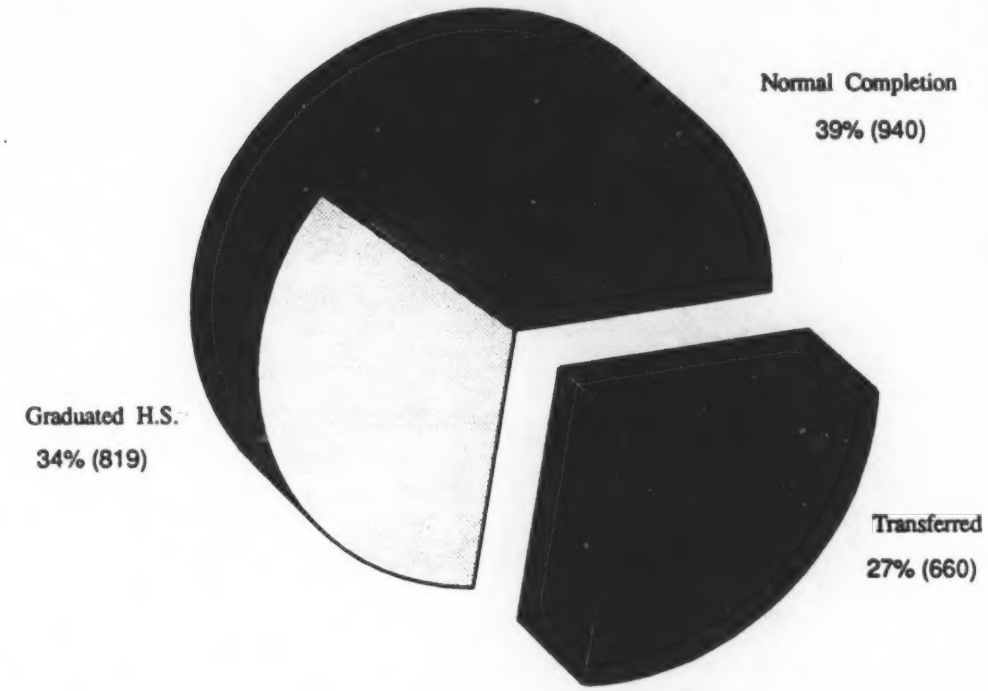


TABLE 2.1
TBE PARTICIPANTS WHO LEFT PROGRAM DURING FY89
(Based on 46 LEAs Reporting)

LANGUAGE	NORMAL COMPLETION	GRADUATED From 12th Grade	TRANSFERRED	TOTAL
Arabic	2	1		3
Armenian	5		7	12
Cape Verdean	47	47	10	104
Chinese	48	79	10	137
Creole (Haitian)	33	76	40	149
German			1	1
Greek	3	9	1	13
Hebrew	15		9	24
Hindi	6	6	1	13
Hmong	14	2	1	17
Italian	3			3
Japanese	5	1	11	17
Khmer (Cambodian)	147	117	73	337
Korean	1	2	3	6
Laotian	16	7	24	47
Polish	4	2	2	8
Portuguese	137	50	21	208
Russian	7	2	15	24
Somali	1			1
Spanish	417	370	411	1,198
Vietnamese	26	41	17	84
Other	3	7	3	13
TOTAL	**940**	**819**	**660**	**2,419**

III. TBE STUDENTS WHO DROPPED OUT OF SCHOOL

During FY89, 797 TBE students dropped out of school. The reported data suggests that the longer students participated in the program, the less likely they were to drop out. While 354 (44.4%) dropped out during the first year of participation, only 168 (21.1%), 115 (14.4%), and 69 (8.7%) dropped out during the second, third, and fourth year respectively.

Figure 3.1 represents the number of years these students participated in TBE programs before dropping out; Table 3.1 breaks down the drop-out data by language, years of participation, and grade levels.

FIGURE 3.1
YEARS IN TBE PROGRAM BEFORE DROPPING OUT
(Based on 35 LEAs Reporting)

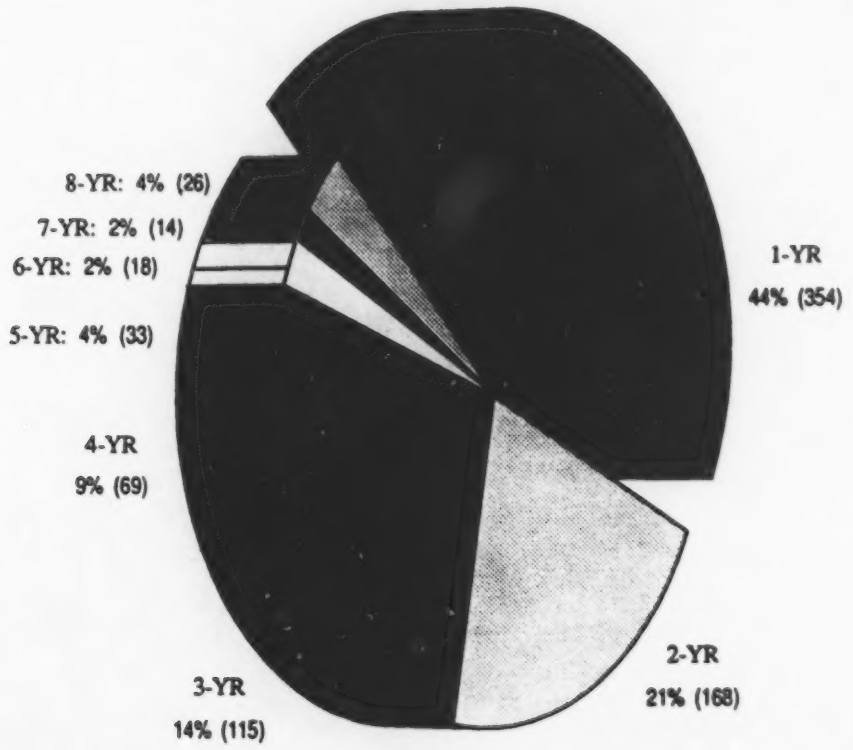


TABLE 3.1
TBE STUDENTS WHO DROPPED OUT
(Based on 35 LEAs Reporting)

	YEARS OF PARTICIPATION															
	1		2		3		4		5		6		7		8	
	GRADES															
LANGUAGE	6-8	9-12	6-8	9-12	6-8	9-12	6-8	9-12	6-8	9-12	6-8	9-12	6-8	9-12	6-8	9-12
Chinese		4		4										1		
Creole (Haitian)		3	1	3												
French		3		6		10		5				3				
Greek		2				1										
Italian						1										
Japanese		2														
Khmer (Cambodian)	3	29	1	9		1		1						1		
Laotian	1	8	1			1								2		
Portuguese	2	15	5	14	4	24		17	1	7		1				
Spanish	16	228	5	99	2	52		36	1	23	1	11		8		26
Vietnamese	2	14		9		7		2						1		
Other		2														
Total by Grades	**24**	**330**	**13**	**155**	**6**	**109**	**0**	**69**	**2**	**31**	**1**	**17**	**0**	**14**	**0**	**26**
Total by Years		**354**		**168**		**115**		**69**		**33**		**18**		**14**		**26**
TOTAL	**797**															

IV. POST-GRADUATION PLANS

NOTE: Response to this part of the survey was optional.

Thirty-seven LEAs reported that there were 867 seniors in TBE programs. Four hundred and thirty-seven (50.4%) planned to attend a four-year college, junior college, or other post-secondary educational institution. The data also reveals that 159 (18.3%) students planned to join the work force immediately upon graduation; 17 (2.0%) planned to enter the military; and 16 (1.8%) had other plans. No information was available for the remaining 238 (27.5%) students who were to be in the graduating class of those school districts reporting. Figure 4.1 depicts the post-graduation plans; Table 4.1 shows the data breakdown by language.

FIGURE 4.1

POST-GRADUATION PLANS OF SENIORS IN TBE PROGRAMS

(Based on 37 LEAs Reporting)

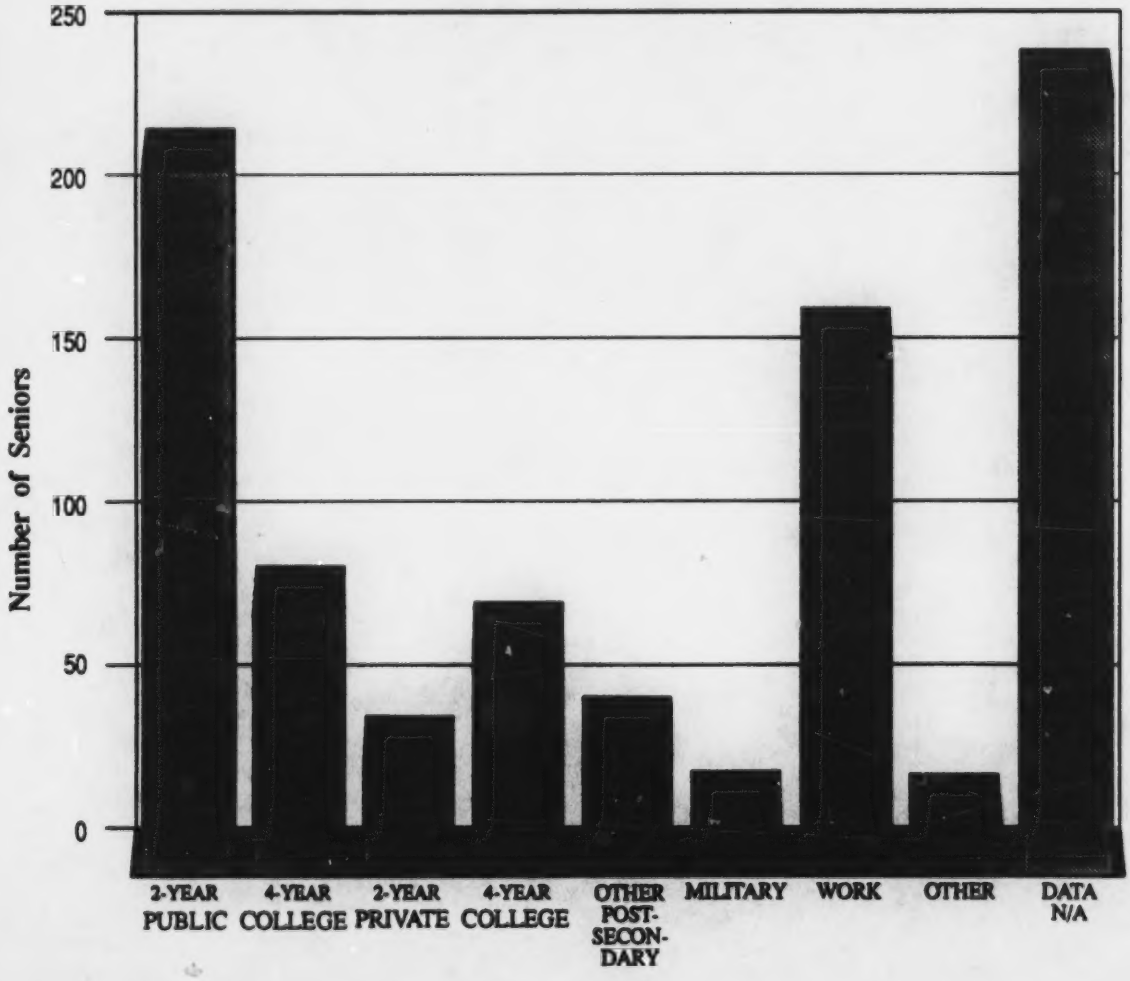


TABLE 4.1
POST-GRADUATION PLANS BY LANGUAGE GROUPS
(Based on 37 LEAs Reporting)

LANGUAGE	SENIORS IN TBE PROGRAMS	PLANS								
		PUBLIC COLLEGE		PRIVATE COLLEGE		OTHER POST SECON-DARY	MILI-TARY	WORK	OTHER	DATA N/A
		2-YR	4-YR	2-YR	4-YR					
Arabic	2		1							1
Armenian	18		2		3	2		10	1	
Cape Verdean	48	16	4	3	5	1	1	14		4
Chinese	71	14	22	9	21	1		2		2
Creole (Haitian)	84	9	1			2		7	2	63
French	1									1
Greek	9			1						8
Hindi	6	1	1							4
Hmong	2								2	
Japanese	1				1					
Khmer (Cambodian)	119	41	3	7	2	8	1	21	3	33
Korean	2		1		1					
Laotian	7	1						3		3
Polish	2									2
Portuguese	48	11	12			5	2	9	1	8
Russian	5		1	1	3					
Spanish	399	115	23	9	28	13	13	90	5	103
Swedish	1								1	
Vietnamese	39	6	9	4	5	8		3	1	3
Other	3									3
TOTAL	**867**	**214**	**80**	**34**	**69**	**40**	**17**	**159**	**16**	**238**

V. YEARS OF PARTICIPATION

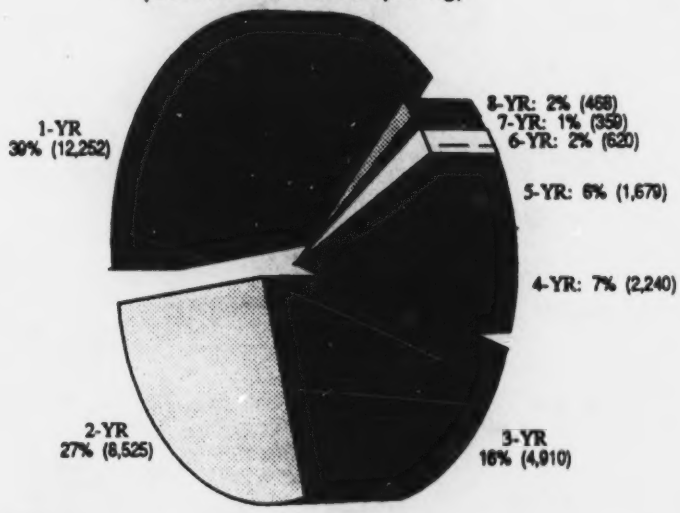
Forty-five of the reporting 47 school districts provided data on the length of time students have spent in TBE programs; the data accounts for 31,053 TBE students, exclusive of kindergarten. Figure 5.1 summarizes the reported data. It must be noted that 9 of the reporting LEAs had no program beyond the third year, 12 had no program beyond the fourth year, and 10 had no program beyond the fifth year. Table 5.1 shows the breakdown by language, the cumulative number of years in TBE programs, and the reasons why students stay beyond the third year.

KEY TO REASONS FOR STAYING BEYOND THE THIRD YEAR:
A Enrolled in Special Education program; B Lack necessary English language skills to make a successful transition to a full-time English classroom; C Have academic deficiencies that prevent them from being able to function in an English-only classroom on a full-time basis; D Receiving compensatory educational support program (e.g., Chapter 1, Migrant Education) or have history of attendance problems; E Other

TABLE 5.1
YEARS IN TBE PROGRAMS BY LANGUAGE
(Based on 45 LEAs Reporting)

				4-YR					5-YR				
LANGUAGE	1-YR	2-YR	3-YR	A	B	C	D	E	A	B	C	D	E
Arabic	3	6	2										
Armenian	18	6		2									
Bengali			1										
Cape Verdean	624	363	206	21	51	35	21	5	10	26	8	2	4
Chinese	654	393	239	7	68	27		5	6	59	20		1
Creole (Haitian)	764	510	298	22	39	7	3	21	4	9	1		5
French	3	1											
German		1											
Greek	70	65	47	1	15	7		9	3	16	4		6
Hebrew	53	13											
Hindi	47	43	17	1	1					1			
Hmong	2												
Italian	22	21	14	2	4	4			8	10	2		
Japanese	39	10	4										
Khmer (Cambodian)	1,029	744	398	18	146	18	9	43	5	41	14	6	11
Korean	15	11	4										
Laotian	131	108	31		1	1	2		2	4			
Pilipino		1											
Polish	9	3	2										
Portuguese	883	810	497	33	67	21	19	11	10	13	14	6	9
Russian	152	8											
Somali	1												
Spanish	7,026	5,078	2,925	268	853	106	141	31	200	301	730	47	42
Tigre		1	2										
Vietnamese	595	267	213	5	33	17	2	7	3	10	1		
Other	112	62	10	2	1	1		6		1			4
Subtotals				**382**	**1,279**	**244**	**197**	**138**	**251**	**491**	**794**	**61**	**82**
Total by Years	**12,252**	**8,525**	**4,910**	**2,240**					**1,679**				
Grand Total													

FIGURE 5.1
YEARS IN TBE PROGRAMS
(Based on 45 LEAs Reporting)



6-YR					7-YR					8-YR					
A	B	C	D	E	A	B	C	D	E	A	B	C	D	E	LANGUAGE
															Arabic
															Armenian
															Bengali
12	12			4	7	10	1		4	8	11			4	Cape Verdean
7	20	4		4	2	5			1			1			Chinese
6	8			7	2	1				1					Creole (Haitian)
															French
															German
3	8			6	1	7	2			5	14	8		1	Greek
															Hebrew
															Hindi
															Hmong
1		1			3	1	4			7	7	4			Italian
															Japanese
	14		2	10	3	9			3	2	4			1	Khmer (Cambodian)
															Korean
	1									2	3				Laotian
															Pilipino
															Polish
1	9	4	2	7	2	3	1		1	3	2	1		1	Portuguese
															Russian
															Somali
125	274	23	16	20	108	153	9	1	11	168	169	4	1	31	Spanish
															Tigre
2	4					3				1	2				Vietnamese
				3	1					1				1	Other
157	350	32	20	61	129	192	17	1	20	198	212	18	1	39	Subtotals
620					359					468					Total by Years
														31,053	Grand Total

VI. STAFFING AND TEACHER PREPARATION

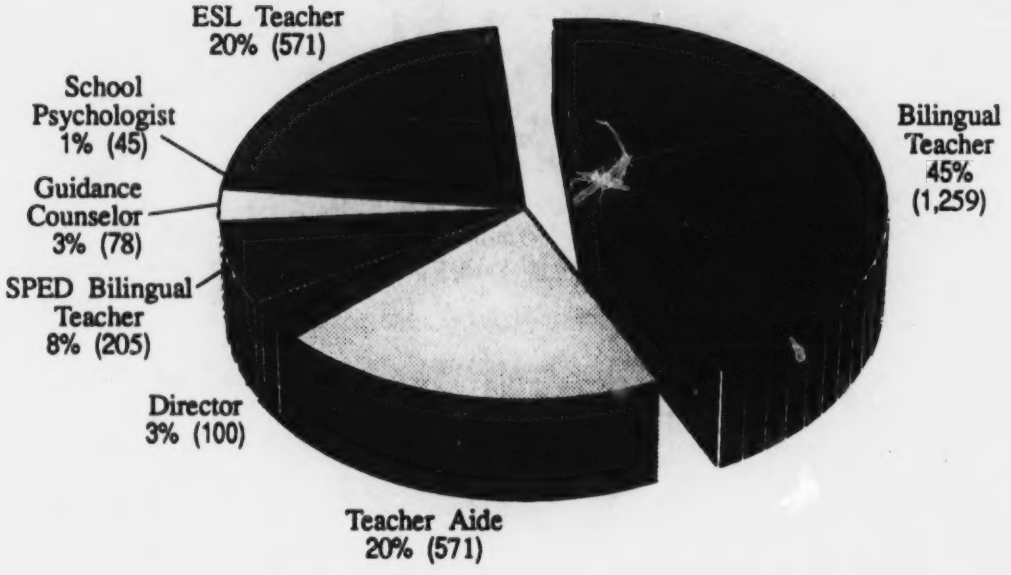
STAFFING

Forty-six school districts reported that 2,548.6 staff members worked with TBE participants during FY89. Figure 6.1 shows the types of staff.

FIGURE 6.1

STAFF WORKING WITH LEP STUDENTS ENROLLED IN TBE PROGRAMS

(Based on 46 LEAs Reporting)



The three language groups with the largest overall staff were Spanish, Portuguese, and Khmer (Cambodian) respectively. Figure 6.2 depicts the language groups that had more than 50 staff members working with TBE enrollees. Table 6.1 shows the breakdown of TBE staff by language group.

FIGURE 6.2

LANGUAGE GROUPS WITH LARGEST OVERALL STAFF

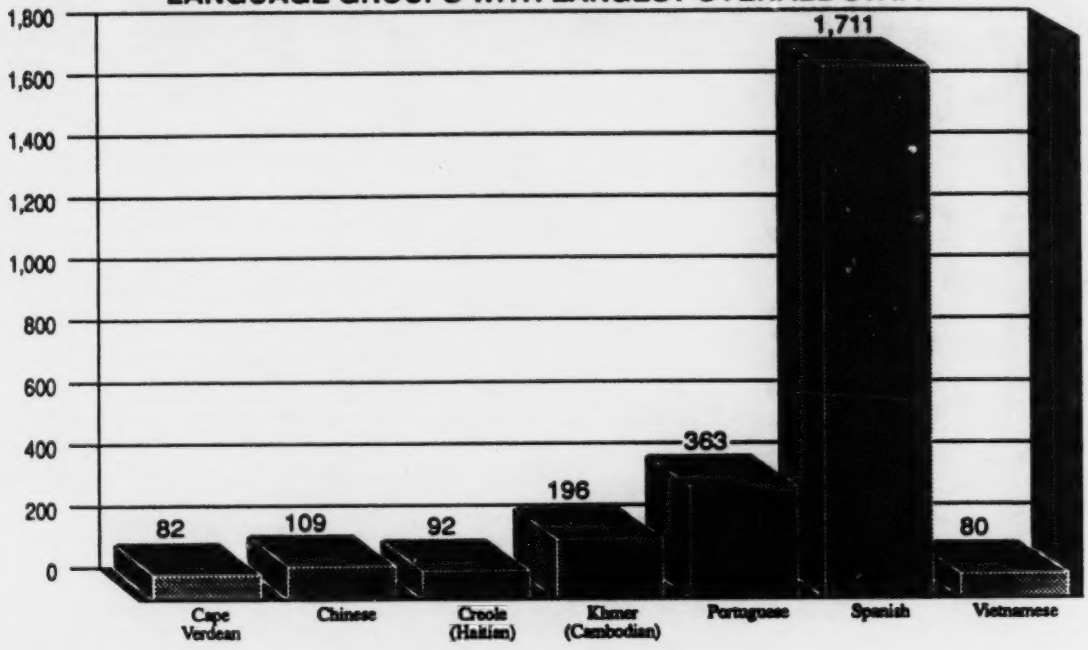


TABLE 6.1

TYPE OF TBE STAFF

PER KEY LANGUAGE GROUP

LANGUAGE	Director	Teacher Aide	Bilingual Tchr.	ESL Tchr.	School Psychologist	Guid. Counselor	Sp.Ed. Biling. Tchr.	Overall Staff
Armenian	0.2		1.0	1.0				2.2
Cape Verdean	0.4	18.0	49.6	2.8		3.0	8.0	81.8
Chinese	1.5	22.9	60.0	17.5		4.0	3.0	108.9
Creole (Haitian)	1.1	24.0	59.0	2.0			6.0	92.1
Czech	1.0							1.0
Greek	0.4	4.0	16.0	0.5	0.2	0.2	2.0	23.3
Hebrew	0.2	1.6	3.0	2.0				6.8
Hindi	1.0		1.0	1.5				3.5
Italian	2.0	1.0	4.0	1.0		1.0	1.0	10.0
Japanese	0.2	1.0	1.0	4.0				6.2
Khmer (Cambod.)	3.0	24.5	78.0	86.0		1.0	3.0	195.5
Korean			1.0					1.0
Laotian	1.0	3.5	13.0	10.0				27.5
Portuguese	59.7	84.9	151.6	30.5	7.0	12.8	16.6	363.1
Russian	0.4	1.0	7.0	9.0				17.4
Spanish	25.9	362.3	752.1	323.0	36.5	54.9	156.0	1,710.7
Thai					1.0			1.0
Vietnamese	1.3	15.0	48.0	10.5	0.3	1.4	3.0	79.5
Other	1.1	7.0	14.0	69.5			6.0	97.6
TOTAL	**100.3**	**570.7**	**1,259.3**	**570.8**	**45.0**	**78.3**	**204.6**	**2,829.0**

TEACHER PREPARATION

The data submitted by the reporting LEAs show that 1,227.6 TBE staff members are certified, 676.6 are on waiver, and 253.8 are grandfathered in their respective fields. Table 6.2 shows this breakdown by language and type of staff.

TABLE 6.2
CERTIFICATION STATUS OF TBE STAFF BY LANGUAGE
(Based on 46 LEAs Reporting)

C Certified W On Waiver G Grandfathered

	BILINGUAL TEACHER		ESL TEACHER			SCHOOL PSYCHOLOGIST		GUIDANCE COUNSELOR		SPEC. ED. BILINGUAL TEACHER		
LANGUAGE	C	W	C	W	G	C	W	C	W	C	W	Total
Armenian	1.0		1.0									2.0
Cape Verdean	37.6	12.0		2.0	0.8			3.0		4.0	4.0	63.4
Chinese	44.0	16.0	8.0		9.5			4.0		2.0	1.0	84.5
Creole (Haitian)	29.0	30.0	1.0		1.0					3.0	3.0	67.0
Greek	15.0	1.0			0.5	0.2		0.2		2.0		18.9
Hebrew	1.0	2.0	1.0		1.0							5.0
Hindi		1.0	1.0	0.5								2.5
Italian	3.0	1.0	1.0					1.0		1.0		7.0
Japanese	1.0		3.0		1.0							5.0
Khmer (Cambodian)	8.0	70.0	30.5	4.5	51.0				1.0	3.0		168.0
Korean		1.0										1.0
Laotian	3.0	10.0	4.0	2.0	4.0							23.0
Portuguese	136.0	15.6	7.5		23.0	6.0	1.0	12.8		15.6	1.0	218.5
Russian	2.0	5.0	6.0		3.0							16.0
Spanish	448.1	304.0	134.0	44.5	144.5	23.5	13.0	46.9	8.0	81.0	75.0	1,322.5
Thai							1.0					1.0
Vietnamese	17.0	31.0	4.0	3.0	3.5	0.3		0.4	1.0		3.0	63.2
Other	11.0	3.0	55.0	3.5	11.0					4.0	2.0	89.5
TOTAL	756.7	502.6	257.0	60.0	253.8	30.0	15.0	68.3	10.0	115.6	89.0	2,158.0

PUPIL:TEACHER RATIO

A look at Figure 6.3 clearly illustrates those language groups where larger-than-allowed pupil:teacher ratios exist. Particularly high are Khmer (39:1), Laotian (36:1), and Cape Verdean (30:1). Reviewing the data presented in Table 6.3 is helpful in pinpointing those language groups where additional staff is grossly needed. Assuming the maximum pupil:teacher ratio of 25:1 allowed by Chapter 71A, 46 additional bilingual teachers were needed for Spanish, and 44 for Khmer programs. These figures reflect what was optimally needed for FY89 and does not include new students that arrived during FY90. Comparing the data between FY89 and FY87, areas where greater recruitment efforts must be made are evident.

FY87 data taken from the The Condition of Massachusetts Transitional Bilingual Education Programs • Annual Report, June 1987.

FIGURE 6.3
TBE STUDENTS PER BILINGUAL TEACHER OF KEY LANGUAGE GROUPS
(Based on 46 LEAs Reporting)

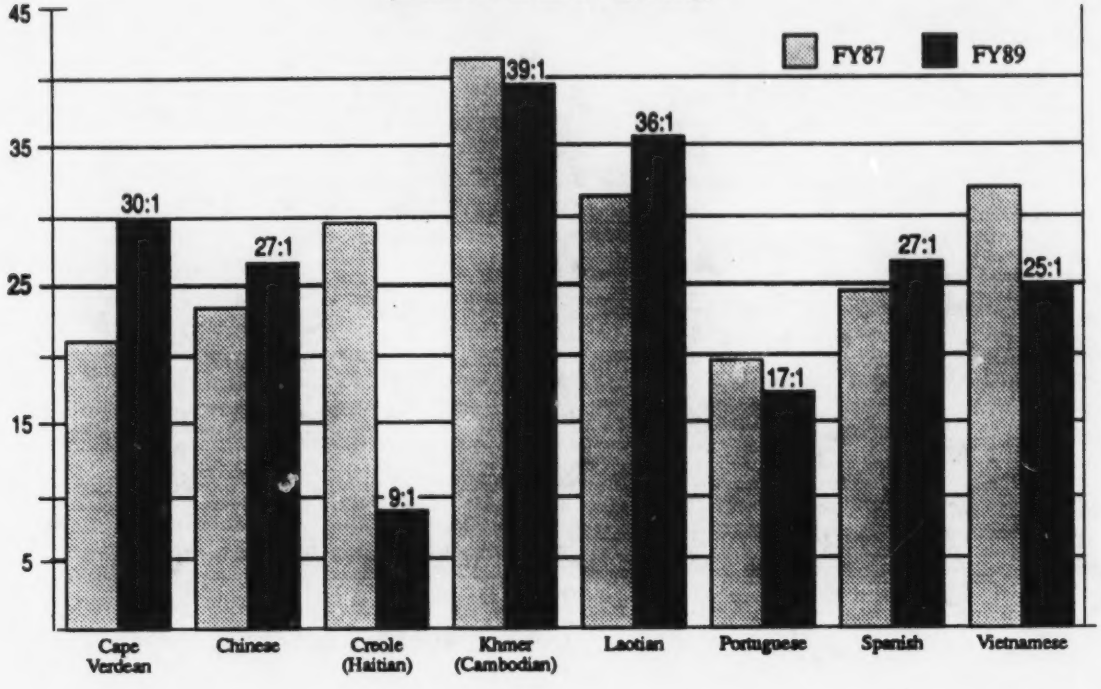


TABLE 6.3
PUPIL:BILINGUAL TEACHER RATIO OF KEY LANGUAGE GROUPS
(Based on 46 LEAs Reporting)

	FY87			FY89			
	LEPs in TBE	Bilingual Teachers	Average Ratio	LEPs in TBE	Bilingual Teachers	Average Ratio	Numbers Required to Achieve 25:1 Ratio
Cape Verdean	1,044	50	21:1	1,478	50	30:1	59
Chinese	1,165	50	23:1	1,590	60	27:1	64
Creole (Haitian)	1,236	42	29:1	506	59	9:1	20
Khmer (Cambodian)	2,355	57	41:1	3,052	78	39:1	122
Laotian	282	9	31:1	461	13	36:1	18
Portuguese	2,604	134	19:1	2,594	152	17:1	104
Spanish	15,150	621	24:1	19,961	752	27:1	798
Vietnamese	829	26	32:1	1,215	48	25:1	49
STATEWIDE	25,399	1,030	25:1	32,655	1,259	26:1	1,306

CONCLUSION

The number of LEP students enrolled in TBE programs has increased by 28.6% over a two-year period: from 25,399 in FY87 to 32,655 in FY89. The language groups that increased its TBE enrollment most significantly are: Laotian (+63.5%), Vietnamese (+46.6%), Cape Verdean (+41.6%), Chinese (+36.5%), Spanish (+31.8%), and Khmer (+29.6%).

Respectively, the number of bilingual teachers for these language groups has changed over the past two years as follows: Laotian (+44.4%), Vietnamese (+84.6%), Cape Verdean (+0%), Chinese (+20.0%), Spanish (+21.1%), and Khmer (+36.8%). While there have been significant increases in all these language groups, except for Cape Verdean, requirements have not been met. School districts with TBE programs in these language groups need to find improved ways to recruit bilingual teachers in those language areas where the TBE student:bilingual teacher ratio is higher than 25:1, with focus on the increasing population of the above noted groups.

Over the same two-year period, the percentage of LEP students who have participated in TBE programs for three or less years versus more than three years has not changed significantly; about 83% of TBE participants have been in the program for three or less years.

Likewise, post-graduation plans of seniors that were enrolled in TBE programs remain basically the same: approximately 50% planned to continue their education, roughly one-fifth planned to work, and 2% planned to enter the military.

The improved retention rate for students who have been served by TBE programs over a longer period of time is dramatic. The majority of the drop-out students (65%) had been served by TBE for only one or two years.

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